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Repertorium der pädagogischen Literature der Jahre 1906-1911. By

GEORG PFEIFFER. Leipzig: Teubner, 1913. Pp. 104. M. 2.00.

This pamphlet is an index by subjects and authors of the annual review of educational progress, the *Pädagogische Jahresschau*. It is very useful to those who may have access to this publication.

FRANK N. FREEMAN

UNIVERSITY OF CHICAGO

Review Questions and Problems in Chemistry. Compiled by M. S. H.

UNGER, A.M., Headmaster of St. John's School, Manlius, N.Y.

New York: Ginn & Co. (no date). Pp. v+106.

This is a collection of questions and problems, grouped under twenty-six chapters, which are to be used as an aid in reviewing the theories and laws, and, it may be added, the facts, of elementary chemistry. The questions "have been taken from the most recent college, College Board, and Regents of the State of New York examinations, and from the latest and most authoritative textbooks." In using the book, the student must seek any necessary information from his textbook. No answers to problems are given. There are now several books of this kind available, and this one seems good of its kind.

ALAN W. C. MENZIES

OBERLIN, OHIO

Theoretical and Physical Chemistry. By S. LAWRENCE BIGELOW, PH.D.,

Professor of General and Physical Chemistry in the University of Michigan. New York: The Century Co., 1912. Pp. xiii+544.

\$3.00.

"This book . . . is addressed to students who know a little chemistry." Such knowledge is possessed by almost all teachers of chemistry, and by many other teachers; and by these the book before us can be read with a very great deal of pleasure and profit. The author believes it to be generally true that the value of items of knowledge is directly proportional to the simplicity with which they can be presented (this sounds a little like James), and he has therefore made earnest efforts, often successful, for lucidity. The result of this is that the book is eminently readable. Also, it is philosophic in attitude and broad in its viewpoint. One could anticipate difficulty in using such a book as a text in a college course of physical chemistry if it were too readable and too philosophic, and some measure of this difficulty has been experienced by the reviewer; but, for the private and more mature reader, no such difficulty can exist.

The titles of some of the thirty chapters which the book contains are as follows: "The Scientific Method"; "Spectroscopic Evidences and the Theory of Inorganic Evolution"; "Luminiferous Ether and Vortex Rings"; "Radio-

activity and the Electron Theory"; "Solid Solutions"; "Colloidal Solutions"; "Liquefaction of Gases"; "Some Elementary Thermodynamic Deductions"; "Actinochemistry." Examples of the side-heads to paragraphs may serve to show that the topics selected for treatment are not by any means identical with those common to other similar textbooks; such side-heads are: "Relativity Principle," "Table of Energies and Their Factors," "Landolt's Experiments," "Significance of Valence," "Archimedes' Spiral [of the elements]," "Protyle," "Emission of Light and Temperature," "Stefan's Law," "Bolometer," "Protoelements," "Zeeman Effect," "Canal Rays," "The Value of e/m ," "Stokes' Law," "Siendentopf and Zsigmondy's Results," "Brownian Movement," "Kundt's Method," "Etch Figures," "Agglutination," "Three Ways to Damage a Storage Cell," etc.

Occasionally a paragraph seems to require remodeling from the viewpoint of the physicist, as in the proof of the equation $pv = \frac{1}{3} mnc^2$ (pp. 137-38); but this is infrequent. The 81 figures in the text are particularly clear, and as simple as they can be made. The chart on p. 148, after Johnstone Stoney, comparing the largest (astronomical) and the smallest (electronic) dimensions that we have measured and estimated, ought to be on the wall of every science classroom. But this is only one of many suggestions that any science teacher will gather from this excellent volume.

The proofreading was good, and the publishers have performed their functions creditably. Let those who doubt whether they ought to read the book be decided by the following quotation from the first chapter: "[Our subject] stands in the same relation to the subdivisions of the science of chemistry in which philosophy stands toward all sciences."

ALAN W. C. MENZIES

OBERLIN, OHIO

The School: An Introduction to the Study of Education. By J. J. FINDLAY. "The Home University Library of Modern Knowledge." New York: Henry Holt & Co. \$0.50 net.

While this book is concerned primarily with the elementary school, it contains many valuable references to secondary schools. Dr. Findlay was a pioneer in urging the advantage of the Herbartian movement upon English school men but like many others he has found in Dr. Dewey's work a more satisfactory basis, and he has made the latter's writings available to English readers.

The author traces the change that has come over Englishmen of other than the "ruling class" in favor of extending the "period of infancy" to seventeen or eighteen. His comment is: "But the 'leisure' and freedom of secondary education is not good for all, only for those, whether rich or poor, whose character is fitted for it." Concerning too early specialization and vocational and cultural training, he says: "The influence which his [a boy's] schooling will exert on his vocation will not come mainly from his special preparatory